

REFERENCES

- Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. United States: Addison Wesley Longman, Inc.
- Andriani, Y., & Riandi. (2015). Peningkatan Penguasaan Konsep Siswa Melalui Pembelajaran Argument Driven Inquiry Pada Pembelajaran IPA Terpadu Di SMP Kelas VII. *EduSains*, 7(2), 114–120. <https://doi.org/http://dx.doi.org/10.15408/cs.v7i2.1578>
- Arikunto, S. (2006). *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Arbaat Hassan, N. A. R. & S. I. S. S. A. (2003). The level of environmental knowledge, awareness, attitudes and practices among ukm students. <https://doi.org/10.1016/j.foodcont.2013.09.036>
- Aufschnaiter, C. V., Erduran, S., Osborne, J., & Simon, S. (2007). Arumentation and The Learning of Science. *Contribution From Science Education Research*(May 2014).
- Birdsall, S. (2014). Measuring student teachers' understandings and self-awareness of sustainability. *Environmental Education Research*, 20(6), 814–835. <https://doi.org/10.1080/13504622.2013.833594>
- Chen, H.-T., Wang, H.-H., Lu, Y.-Y., Lin, H., & Hong, Z.-R. (2016). Using a modified argument-driven inquiry to promote elementary school students' engagement in learning science and argumentation. *International Journal of Science Education*, 38(2), 170–191. <https://doi.org/10.1080/09500693.2015.1134849>
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education, Sixth Edition*. New York: Routledge.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluation Quantitative and Qualitative Research, Fourth Edition*. Lincoln, Nebraska: Pearson.
- Cottrell, S.T.& Graefe, A. R. 1997. Testing a conceptual framework of responsible environmental behavior. *The Journal of Environmental Education* 29(1): 17-27 <https://doi.org/10.1080/09500693.2015.1134849>
- Demircioglu, T., & Ucar, S. (2015). Investigating the effect of argument-driven inquiry in laboratory instruction. *Kuram ve Uygulamada Egitim Bilimleri*, 15(1), 267–283. <https://doi.org/10.12738/estp.2015.1.2324>
- Erduran, S., & Jimenez, M. P. (2007). *Argumentation in Science Education, Perspective From Classroom-Based Research*. United Kingdom: Springer.
- Erning Rahmadini Salsabila, 2018
THE IMPACT OF ARGUMENT-DRIVEN INQUIRY ON STUDENTS' CONCEPT MASTERY AND SUSTAINABILITY AWARENESS IN LEARNING GLOBAL WARMING
 Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How To Design and Evaluate research in Education, Eighth Edition*. New York: McGraw-Hill
- Grooms, J., Enderle, P., & Sampson, V. (2015). Coordinating Scientific Argumentation and the Next Generation Science Standards through Argument Driven Inquiry. *Science Educator*, 24(1), 45–50. Retrieved from [http://search.proquest.com/docview/1720065563?accountid=14744%5Chttp://fama.us.es/search*spi/i?SEARCH=10943277%5Chttp://pibserver.us.es/gt/b/usuario_acceso.php?centro=\\$USEG¢ro=\\$USEG&d=1](http://search.proquest.com/docview/1720065563?accountid=14744%5Chttp://fama.us.es/search*spi/i?SEARCH=10943277%5Chttp://pibserver.us.es/gt/b/usuario_acceso.php?centro=$USEG¢ro=$USEG&d=1)
- Hamid, S., Ijab, M. T., Sulaiman, H., Md. Anwar, R., & Norman, A. A. (2017). Social media for environmental sustainability awareness in higher education. *International Journal of Sustainability in Higher Education*, 18(4), 474–491. <https://doi.org/10.1108/IJSHE-01-2015-0010>
- Hake, R. R. (1999). Analyzing Change Gain Score. Retrieved from <http://www.physics.indiana.edu>
- Hasnunidah, N., Susilo, H., Irawati, M. ., & Sutomo, H. (2015). Argument-driven inquiry with Scaffolding as the Development Strategies of Argumentation and Critical Thinking. *American Journal of Educational Research*, 3, 1185–1192. <https://doi.org/10.12691/education-3-9-20>
- Hassan, A., Noordin, T. A., & Sulaiman, S. (2010). The status on the level of environmental awareness in the concept of sustainable development amongst secondary school students. *Procedia - Social and Behavioral Sciences*, 2(2), 1276–1280. <https://doi.org/10.1016/j.sbspro.2010.03.187>
- Hewitt, P. G. (n.d.). *Conceptual Integrated Science* (2nd editio). San Fransisco: Pearson.
- Hodson, D. (2009). *Teaching and Learning about Science: Language, Theories, Methods, History, Traditions and Values*. Canada: Sense Publishers.
- Jamaludin, A., Caroline, H., & San, C. Y. (2007). The impact of structured argumentation and enactive role play on students'. *Asccilite singapore*.
- Minium, E. W., King, B. M., & Bear, G. (1993). *Statistical Reasoning In Psychology And Education, 3rd Edition*. United States: John Wiley & Sons.Inc.
- Ochanya Adio-Moses, R., & A, A. J. (2015). Assessment of knowledge and awareness of global warming among inhabitants of industrial areas of an urban community in a developing country. *The Business and Management Review*, 7(1), 9–10.

Erning Rahmadini Salsabila, 2018

THE IMPACT OF ARGUMENT-DRIVEN INQUIRY ON STUDENTS' CONCEPT MASTERY AND SUSTAINABILITY AWARENESS IN LEARNING GLOBAL WARMING

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Pauw, J. B., Gericke, N., Olsson, D., & Berglund, T. (2015). The Effectiveness of Education for Sustainable Development. *Sustainability*, 7, 15693–15717. <https://doi.org/10.3390/su71115693>
- Potvin, P. (2017). Using inquiry-based interventions to improve secondary students' interest in science and technology. *European Journal of Science and Mathematics Education*, 5(3), 262–270. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1149944.pdf>
- Putra, R. A., Sudargo, F., & Redjeki, S. (2014). The Analysis of Concepts Mastery and Critical Thinking Skills on Invertebrate Zoology Course. *International Journal of Science and Research (IJSR)*, 3(3), 498–502.
- Rebich, S., & Gautier, C. (2005). Concept Mapping to Reveal Prior Knowledge and Conceptual Change in a Mock Summit Course on Global Climate Change. *Journal of Geoscience Education*, 53(4), 355–365. <https://doi.org/10.5408/1089-9995-53.4.355>
- Salim, K., & Tiawa, D. H. (2015). Implementation of Structured Inquiry Based Model Learning Toward Students' Understanding of Geometry. *International Journal of Research in Education and Science*, 1(1), 75–83.
- Sammalisto, K., Sundström, A., Von Haartman, R., Holm, T., & Yao, Z. (2016). Learning about sustainability-what influences students' self-perceived sustainability actions after undergraduate education? *Sustainability (Switzerland)*, 8(6). <https://doi.org/10.3390/su8060510>
- Sampson, V., & Walker, J. P. (2012). Argument-Driven Inquiry as a Way to Help Undergraduate Students Write to Learn by Learning to Write in Chemistry. *International Journal of Science Education*, 34(10), 1443–1485. <https://doi.org/10.1080/09500693.2012.667581>
- Sampson, V., & Gleim, L. (2009). Argument-Driven Inquiry To Promote the Understanding of Important Concepts & Practices in Biology. *The American Biology Teacher*, 71(8), 465–472. <https://doi.org/10.1662/005.071.0805>
- Sivamoorthy, M., Nalini, R., & Kumar, C. S. (2013). Environmental Awareness and Practices among College Students. *International Journal of Humanities and Social Science Invention*, 2(8), 11–15. Retrieved from [http://www.ijhssi.org/papers/v2\(8\)/Version-3/C0283011015.pdf](http://www.ijhssi.org/papers/v2(8)/Version-3/C0283011015.pdf)
- Suparno, P, Dr. 1997. *Filsafat Konstruktivisme dalam Pendidikan*. Yogyakarta: Kanisius

Walker, J. P., & Sampson, V. (2013). Learning to argue and arguing to learn: Argument-driven inquiry as a way to help undergraduate chemistry students learn how to construct arguments and engage in argumentation during a laboratory course. *Journal of Research in Science Teaching*, 50(5), 561–596. <https://doi.org/10.1002/tea.21082>